



District Capacity Determination:

REVIEW PROCESS

REVIEW TEAM SELECTION

Review Team Selection

Teams will contain geographically balanced representation. Each review team will consist of at least five (5) members with at least one member from each of the following groups:

- District Superintendent, Administrator, or Teacher (not from a district with a priority school)
- Career Tech representative or Higher Education Representative (administrator or other leadership)
- Outside Community Stakeholders
- SDE staff members from School Accountability office, Federal Programs, and Academic Support
- School Improvement team members

REVIEW TEAM SELECTION

Criteria for selecting members from each group are as follows:

Internal SDE reviewers:

- Must have classroom experience
- Must be in an administrator or leadership position
- Must be knowledgeable about area of review
- Must be recommended for the Review Team by his or her Supervisor

External reviewers:

- Classroom experience (preferred)
- Must have peer recommendations
- Objectivity and knowledge of appropriate educational strategies

REVIEW PROCESS

1. *Reviewers will be selected according to the ESEA Waiver*
2. *Review Teams will be organized and instructed on how to utilize the rubric for reviewing the DCD Document*
3. *Reviewers will be assigned (based on expertise) to one of the four focus areas of the DCD document for review*

REVIEW PROCESS

Four Focus Areas of the DCD Document

- Historical Data Analysis (11 sub categories)
- Academic Supports (11 sub categories)
- Organizational Supports (11 sub categories)
- District Overview (12 sub-categories total)
 - District Expectations Communicated to All Stakeholders (3)
 - Strong Leadership (2)
 - Effective Teachers (2)
 - Extended Learning Time (1)
 - Research-based Instruction (1)
 - Use of Data (1)
 - School Environment (1)
 - Family and Community Engagement (1)

REVIEW PROCESS

4. *Reviewers will be given:*
 - a. *A paper copy of the District Capacity Determination document*
 - b. *A paper copy of the rubric for the DCD*
 - c. *An electronic copy of the Comments and Scoring document*
5. *All reviews, scores, and comments will be entered electronically*
6. *After review process is completed, all reviews and comments will be compiled into a District Recommendation Report*

REVIEW PROCESS

District Recommendation Reports will identify schools as follows:

- **Level 3**—full capacity to change course; needs written recommendations/advice to implement turnaround principles
- **Level 2**—lacks some capacity to change course; requires attention; partnership needed; SDE must partner with school to determine proper interventions and implement turnaround principles
- **Level 1 (C³ Schools)** —severely lacking capacity to change course; needs immediate attention; SDE must partner with school; SDE must assure through the partnership that turnaround principles are followed

REVIEW PROCESS

INTERVENTION STRATEGIES

Schools requiring interventions will be given the option to develop their own plan in coordination with SDE or to choose from a list of statutorily approved options:

- An SDE/District Partnership Plan for turnaround, which would include customized strategies for a given district or school as determined by SDE representatives, district representatives and community stakeholders.
- A Transformation Model, in which a district makes administrative adjustments and takes steps to increase teacher and school leader effectiveness. This model calls for comprehensive instructional reforms, increased learning time, community-oriented schools and operational flexibility and sustained support.
- A Turnaround Model, in which a district makes administrative adjustments, releases the current school staff, and rehires no more than 50% of the school's staff. This plan grants the principal sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student outcomes.
- A Restart Model, in which the district converts a school into one operated by a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- School closure, in which students will be enrolled in another school in their district that is higher-achieving. This is an option of last resort.

REVIEW PROCESS

7. *Turnaround Principles described in the ESEA waiver will be in place at all priority schools by the beginning of the 2012-2013 school year*
8. *SDE will perform regular monitoring to assure school turnaround*
 - a. *Monitoring will take place according to individual school plans*
 - b. *Reports will be sent to SDE from all Level 1 (C³ Schools), Level 2 and Level 3 schools*
 - c. *For C³ schools, the SDE will work with the partner district to implement the C³ plan*

TIMELINE

February 15, 2012

- District Capacity Determination (DCD) Deadline

February 20- 24, 2012

- Reviewers Start Reporting to the State Department of Education for Training and Review Process duties (SDE)

February 24-March 9, 2012

- Reviewers engage in review and score DCDs

March 9, 2012

- Anticipated completion date of review process

March 9–15, 2012

- Completion of Review of DCD and finalization of recommendations

March 16-27, 2012

- DCD Reviews and Reports discussed with districts

March 29, 2012

- State Board of Education reviews all recommended actions for C³ Schools and takes action on the recommendations

TIMELINE

Immediately following State Board of Education action

- SDE will begin working with Districts and community stakeholders to build C³ partnerships and provide appropriate resources, assistance and intervention in accordance with the District Recommendation Reports.

2012-2013 School Year

- In accordance with the ESEA Waiver, Turnaround Principles recommended through the District Recommendation Report process will be implemented at all designated schools in accordance with SDE recommendations.
- Progress and implementation of strategies will be monitored regularly by SDE for compliance.